

2022 Annual Report to the School Community

School Name: Spring Gully Primary School (3505)



- All teachers at the school meet the registration requirements of the Victorian Institute of Teaching (www.vit.vic.edu.au).
- The school meets prescribed minimum standards for registration as regulated by the Victorian Registration and Qualifications Authority (VRQA) in accordance with the Education and Training Reform (ETR) Act 2006. This includes schools granted an exemption by the VRQA until 31 December of the previous calendar year from the minimum standards for student enrolment numbers and/or curriculum framework for school language program.
- The school is compliant with the Child Safe Standards prescribed in Ministerial Order No. 870 – Child Safe Standards, Managing Risk of Child Abuse in School.

Attested on 30 March 2023 at 10:15 AM by Francis Trezise (Principal)

- This 2022 Annual Report to the School Community has been tabled and endorsed at a meeting of the school council and will be publicly shared with the school community

Attested on 26 April 2023 at 11:57 PM by Ronnie Lowe (School Council President)

How to read the Annual Report

What does the 'About Our School' commentary section of this report refer to?

The 'About our school' commentary provides a brief background on the school and an overview of the school's performance over the previous calendar year.

The 'School Context' describes the school's vision, values, and purpose. Details include the school's geographic location, size and structure, social characteristics, enrolment characteristics, and special programs.

The 'Progress towards strategic goals, student outcomes, and student engagement' section allows schools to reflect on highlights related to implementation of and progress towards the School Strategic Plan and Annual Implementation Plan, and efforts to improve student learning, wellbeing, and engagement.

What does the 'Performance Summary' section of this report refer to?

The Performance Summary includes the following:

School Profile

- student enrolment information
- the school's 'Student Family Occupation and Education' category
- a summary of parent responses in the Parent Opinion Survey, shown against the statewide average for Primary schools
- school staff responses in the area of School Climate in the School Staff Survey, shown against the statewide average for Primary schools

Learning

- English and Mathematics for Teacher Judgements against the curriculum
- English and Mathematics for National Literacy and Numeracy tests (NAPLAN).

Wellbeing

Student responses to two areas in the Student Attitudes to School Survey:

- Sense of Connectedness
- Management of Bullying

Engagement

- Student attendance at school

Results are displayed for the latest year and the average of the last four years (where available).

As NAPLAN tests were not conducted in 2020:

- the NAPLAN 4-year average displayed is the average of 2019, 2021, and 2022 results
 - 2022 NAPLAN Learning Gain data is not available, as the measure requires NAPLAN results from 2020 as a point of comparison with 2022 results
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Considering COVID-19 when interpreting the Performance Summary

The Victorian community's experience of COVID-19 had a significant impact on normal school operations over the past three years. This impacted the conduct of assessments and surveys. Readers should be aware of this when interpreting the Performance Summary, particularly when interpreting trend data.

For example, in 2020 and 2021 school-based surveys ran under changed circumstances, and NAPLAN was not conducted in 2020. Further, absence and attendance data during this period may have been affected by the level of COVID-19 in the community and may be influenced by local processes and procedures adopted in response to remote and flexible learning.

Readers should keep this in mind when viewing and interpreting the data presented in the Annual Report.

How to read the Annual Report (continued)

What do 'Similar Schools' refer to?

Similar Schools are a group of Victorian government schools with similar characteristics to the school.

This grouping of schools has been created by comparing each school's socio-economic background of students, the number of non-English speaking students and the school's size and location.

What does 'NDP' or 'NDA' mean?

'NDP' refers to no data being published for privacy reasons or where there are insufficient underlying data. For example, very low numbers of participants or characteristics that may lead to identification will result in an 'NDP' label.

'NDA' refers to no data being available. Some schools have no data for particular measures due to low enrolments. There may be no students enrolled in some year levels, so school comparisons are not possible.

Note that new schools only have the latest year of data and no comparative data from previous years. The department also recognises unique circumstances in Specialist, Select Entry, English Language, Community Schools and schools that changed school type recently, where school-to-school comparisons are not appropriate.

What is the 'Victorian Curriculum'?

The Victorian Curriculum F–10 sets out what every student should learn during his or her first eleven years of schooling. The curriculum is the common set of knowledge and skills required by students for life-long learning, social development and active and informed citizenship.

The Victorian Curriculum is assessed through teacher judgements of student achievement based on classroom learning.

The curriculum has been developed to ensure that school subjects and their achievement standards enable continuous learning for all students, including students with disabilities.

The 'Towards Foundation Level Victorian Curriculum' is integrated directly into the curriculum and is referred to as 'Levels A to D'.

'Levels A to D' may be used for students with disabilities or students who may have additional learning needs. These levels are not associated with any set age or year level that links chronological age to cognitive progress (i.e., there is no age expected standard of achievement for 'Levels A to D').

About Our School

School context

Spring Gully Primary School has 400 students in Foundation to Grade 6. Our school has 22.13 equivalent full-time teaching staff: 2.0 principal class and 22.13 teachers. There are 7.92 Educational Support Staff. In addition, our school employs a Social Worker for three days per week, a Speech Therapist for one day per week and an Occupational Therapist for one day a fortnight. We currently have no Aboriginal and Torres Strait Islander staff.

Spring Gully Primary School does not currently offer any programs for overseas students.

Our school Mission, Vision and Values are listed below.

Our Mission:

To foster a community of learners where everyone is valued and has opportunities to reach their personal best.

Our Vision:

- Optimistic, resilient students who are motivated to learn.
- Positive, professional staff committed to the challenges of teaching and learning.
- Core curriculum that builds strong foundations for all learners.
- Learning opportunities that enable students to become active citizens in the global community.
- Actively develop and value the partnership between home, school and the community.
- A safe, stimulating learning environment, which recognises and values diversity.
- Informed students who will actively care for the world environment.

Our Values:

Respect

Responsibility

Resilience

The school continues to achieve sound student learning outcomes in the priority areas of Literacy and Numeracy. Meeting times continue to be highly focused on professional learning and building the capacity of our staff, with a particular focus around Literacy, Numeracy and Student Wellbeing. The role of Professional Learning Communities plays a significant role as we strive for improved student outcomes in 2023. Performing Arts, Visual Arts, Languages and Physical Education programs add to a diverse range of core and extra-curricular activities that support the broader vision of the curriculum. Specialist staff, Education Support staff and active parent and community helpers, support the work of our classroom teachers.

Professional development is a highly valued by our staff and underpins our progress towards emerging priorities being implemented successfully. The majority of professional development is delivered through our Strategic Teams. Our leadership team, which includes our Learning Specialists, provides guidance to these teams.

Students are immersed with technology throughout the school, with a particular emphasis on 1:1 access in Grades 3, 4, 5 and 6. Students in Prep, Grade 1 and Grade 2 have access to banks of iPads at a ratio of approximately 1:2.

Engagement and wellbeing has continued to be a key focus at all year levels in light of the pandemic. The school has taken significant steps to implement programs that support both elements. A focus on student voice, agency and leadership continued to gain momentum throughout 2022 and will continue to be a major focus in 2023 and beyond. In late 2021, a decision was made to employ a Social Worker for three days per week, while still maintaining our relationship with a privately sourced Social Worker. The rejuvenation of our school buildings and the enhancement of our school grounds was completed in 2020 with the construction of numerous shade sails. Some projects being driven by our student body, via the Student Representative Council, will take place during 2023.

Our school is a lead school in the implementation of the Resilience, Rights and Respectful Relationships. We were proud to be selected by the Department of Education as a 'showcase' school for the work we are doing in relation to this important initiative. We are also a School-Wide Positive Behaviour Support (SWPBS) school. Through SWPBS, our school aims to establish a school climate in which appropriate behaviour is the norm for all students. We ensure that the learning environment is focused on creating a

positive regard and high degree of engagement for all. To achieve this, we focus on data and inquiry to drive continuous improvement in our behaviour management processes and policies. SWPBS will continue to be a significant priority in 2023.

Progress towards strategic goals, student outcomes and student engagement

Learning

In 2022 the school continued work on its strategic plan goal of optimising the individual learning growth for each student. The percentage of students assessed through teacher judgement as working at or above age expected standards in English and Mathematics in 2022 was slightly below similar schools given the school's student cohort.

Key strategies to support improvement have included focused professional development for all teachers, especially in the key areas of Literacy and Numeracy teaching. This has been achieved through the continued use of Strategic Teams and the delivery of weekly professional learning. The school continued to build on our understanding of the Professional Learning Communities (PLC) training that was conducted at the end of 2018. Significant work was also done revisiting and refining the school's Explicit Teaching Model in relation to Mathematics. This work will continue in 2023.

The school has continued to develop the data literacy of all staff. The establishment of the Data Strategic Team in 2020 has enabled the more timely use of a broad range of data, particularly for Reading, Writing and Mathematics. This was largely achieved through our re-engagement with the Student Performance Analyser (SPA) software. The Data Team will continue to engage in professional learning throughout 2023, aimed at developing individual and collective capacity in this key area. They also continue to play a crucial role in supporting PLC Inquiry Cycles.

One of the many uses of the Compass platform included facilitating the fourth year of our progressive reporting model in 2022. 'Learning Tasks' relating to Reading, Writing, Mathematics and our four Specialist subjects were released to families every 3 to 4 weeks in addition to the biannual semester reports. 'Achievement Notifications' created by teachers were shared with families via Compass, celebrating student achievements and successes in their academic and personal learning.

Intervention Programs have included phonics-based literacy intervention for identified Prep, Grade 1 and Grade 2 students and the continuation of a Mathematics extension/support program for identified students in Grade 3 and 4. Individual Education Plans were developed for students achieving 18 months above the expected level or 12 months below expected level, along with students supported through the Program for Students with Disabilities, Koorie Students and Students living in Out of Home Care. Student Support Group meeting were held each Semester.

An extension program for high-achieving writers in Grade 2 and Grade 3 also continued in 2022.

Students supported through the Program for Students with a Disability all showed satisfactory progress in achieving their individual goals as identified in their Individual Education Plans. The school also transitioned to the new Disability Inclusion model during 2022, as required by the Department of Education and Training.

Wellbeing

Based on 2022 Student Attitudes to School survey results, Spring Gully Primary School is generally achieving results above the median of all Victorian Government schools. A large majority of survey outcomes are also higher than similar schools on adjusted school performance. These results were carefully analysed, student focus groups were formed and ideas were developed for implementation in 2023, in order to maintain this data. School survey data indicates high levels of staff and parent satisfaction in the area of wellbeing.

Student wellbeing continued to be a priority. If students are not feeling safe, learning can often be difficult. In 2022 the school continued to promote a positive learning environment for all students through SWPBS and continued to employ a Social Worker. A private Social Worker was also engaged by the school on a regular basis. The school expanded the support available to children in 2022 by engaging with more allied health professionals, namely the appointment of a Speech Therapist, Occupational Therapist and Psychologist. The value of a multidisciplinary team to support student wellbeing was clearly evident across the school.

The school continued to gather feedback from students via Pivot surveys, as well as through the greater use of Plickers. This survey data was used by the school to monitor progress in various focus areas. Pivot surveys will not be used in 2022, with the school intending to invest more heavily in the use of Plickers. Regular Plickers surveys will allow all teachers to engage students in meaningful discussions relating to their experience of student voice, agency and leadership. Our Student Representative Council (SRC) continues to evolve and their influence is growing. They have been an important part of our efforts to empower our students.

Our school continues to investigate the best means of supporting all staff and students through quality professional learning. Our Engagement & Wellbeing Strategic Team, which was established in 2020, continues to build on our individual and collective knowledge base. Continued professional learning opportunities for all staff have been planned for 2023, including the continued school-wide implementation of SWPBS and a significant investment in Mathematics.

Our role as a lead school in the Department's 'Respectful Relationships' initiative has contributed to making all key stakeholders feel respected and safe at school. Additionally, Super Group, a program aimed at supporting social skills and peer connection of identified students, has continued to be very successful.

Engagement

Overall student absence data is lower than the State median and lower than similar schools given the school's student cohort. The 4-year average is also lower than the State median and lower than similar schools. The school will continue to regularly promote attendance and punctuality as a vital component for school success. This will be actioned through the fortnightly newsletter, reminder newsfeeds via Compass and at parent events. The school will also continue to support families with students that have significant absences. The Social Worker have played an important role in this regard. We also continue to welcome other private allied health professions, such as Speech Therapists and Occupational Therapists, to our school so that they can support our students and families.

Feedback from the Parent Opinion Survey indicated high percentages of positive endorsement and all modules were above Similar Schools. This includes 90% positive endorsement for Connection and Progression, 93% positive endorsement for Parent Community Engagement, 93% positive endorsement for Safety, 92% positive endorsement for School Ethos & Environment, 91% positive endorsement for Student Cognitive Engagement and 91% positive endorsement for Student Development. The survey included 92% positive endorsement for General School Satisfaction.

The School Staff survey endorses the view that there is a strong and positive collective focus on student learning, efficacy and responsibility (Collective Focus on Student Learning 89% positive endorsement, Collective Efficacy 76% positive endorsement and Collective Responsibility 89% positive endorsement). This survey also supports the strong culture of parent and community involvement with a 76% positive endorsement in this specific area.

The Attitudes to School Survey data for Year 4, 5 and 6 students was generally well above the State mean. A large majority of survey outcomes were also higher than similar schools on adjusted school performance.

Programs that were used to support student engagement included:

- Super Group
- Chess Club
- Drawing Club
- Instrumental Music
- Kids Club
- Various Camps, Excursions and Incursions
- Special Art Classes
- Dance Troupe
- Coding Club
- Gardening
- Special Days i.e. Harmony Day, Footy Colours Day and Be Awesome Day
- Various sporting programs and opportunities

Provision of student voice, agency and authentic leadership opportunities were offered through the School Captains, House Captains, Student Representative Council, Buddy Program and School Assemblies. This particular area continued to receive significant school-wide attention in 2022. The development of a clear, well-documented approach to Student Welfare also progressed as the school continued to implement the School-Wide Positive Behaviour Support (SWPBS) framework.

Financial performance

The 2022 Financial Performance & Position Report shows a surplus of \$294,589.

The schools bank account balance as at 31/12/22 was \$407,192 inclusive of funds in the HYIA, Official account and Beneficiary account.

Spring Gully Primary School has continued to administer its finances through 2022 responsibly and maintained a sound financial position.

The credit allocation in the Student Resource Package enabled school leadership to maximise the staffing profile, which incorporated additional support for learning programs, including the Tutor Learning Initiative, Student Excellence Program, Tier 2 Disability Inclusion, Mental Health and Early Koorie Learning Program. The school maintained a surplus in 2022, which will safely guard the school in 2023 to be able to continue to provide a wide range of specialist programs and maintain a stable and experienced workforce.

During 2022, Spring Gully Primary School once again received \$3,400 from the Sporting Schools Program to help deliver our swimming programs. We received \$15,930 for Swimming and Water Safety which allowed our students a free swimming program, Tier 2 School Level Funding which allowed us to provide the services of a Speech Therapist, Occupational Therapist and Psychologist, and Mental Health funding which allowed us to provide the services of a Social Worker.

Parent Club are to be commended for their efforts this year. Parent Club raised \$8,414 through five fundraising events – Easter Raffle, Mothers / Special Friends' Breakfast, Mango Drive, Fathers / Special Friends' Breakfast and Christmas Raffle. With this money, they purchased sports equipment, an inflatable projector for Movie Nights, donated to our SRC for Kids Club and contributed to our mini basketball court refurbishment project with resurfacing and a new basketball ring.

Equity funding was primarily spent on professional development for staff in relation to children's behaviour, mental health, and wellbeing.

The school continued with the ICT program, allowing all children in Grades 3-6 to participate in the 1:1 Netbook Program. This program was very important during remote learning.

Spring Gully Primary School continued to maintain the school site and outdoor learning areas. School Council approved, and funded, the purchase of new chairs / bag storage units, repairs / maintenance to the Grade 3-6 playground, continued maintenance of the school grounds, pressure washing paths, plumbing issues due to burst water pipes and rain damage to buildings, and bushfire prevention through tree lopping and gutter guards.

A highlight for Spring Gully in 2022 was the return of normality. Having families attending assembly and community events and the students getting to fully experience camps, excursions, and sporting activities.

For more detailed information regarding our school please visit our website at
<https://www.sgps.vic.edu.au>

Performance Summary

The Performance Summary for government schools provides an overview of how this school is contributing to the objectives of the Education State and how it compares to other Victorian government schools.

All schools work in partnership with their school community to improve outcomes for children and young people. Sharing this information with parents and the wider school community helps to support community engagement in student learning, a key priority of the Framework for Improving Student Outcomes 2.0 (FISO 2.0).

Refer to the 'How to read the Annual Report' section for help on how to interpret this report.

SCHOOL PROFILE

Enrolment Profile

A total of 412 students were enrolled at this school in 2022, 199 female and 213 male.

NDP percent of students had English as an additional language and 5 percent were Aboriginal or Torres Strait Islander.

Overall Socio-Economic Profile

The overall school's socio-economic profile is based on the school's Student Family Occupation and Education index (SFOE).

SFOE is a measure of socio-educational disadvantage of a school, based on educational and employment characteristics of the parents/carers of students enrolled at the school. Possible SFOE band values are: Low, Low-Medium, Medium and High. A 'Low' band represents a low level of socio-educational disadvantage, a 'High' band represents a high level of socio-educational disadvantage.

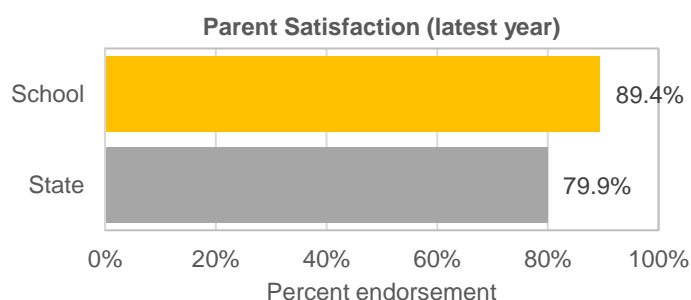
This school's SFOE band value is: Low - Medium

Parent Satisfaction Summary

The percent endorsement by parents on their school satisfaction level, as reported in the annual Parent Opinion Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from parents who responded to the survey.

Parent Satisfaction	Latest year (2022)
School percent endorsement:	89.4%
State average (primary schools):	79.9%



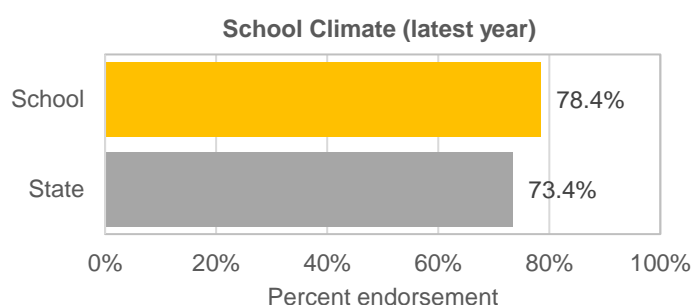
School Staff Survey

The percent endorsement by staff on School Climate, as reported in the annual School Staff Survey.

Percent endorsement indicates the percent of positive responses (agree or strongly agree) from staff who responded to the survey.

Data is suppressed for schools with three or less respondents to the survey for confidentiality reasons.

School Climate	Latest year (2022)
School percent endorsement:	78.4%
State average (primary schools):	73.4%



LEARNING

Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Teacher Judgement of student achievement

Percentage of students working at or above age expected standards in English and Mathematics.

English Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

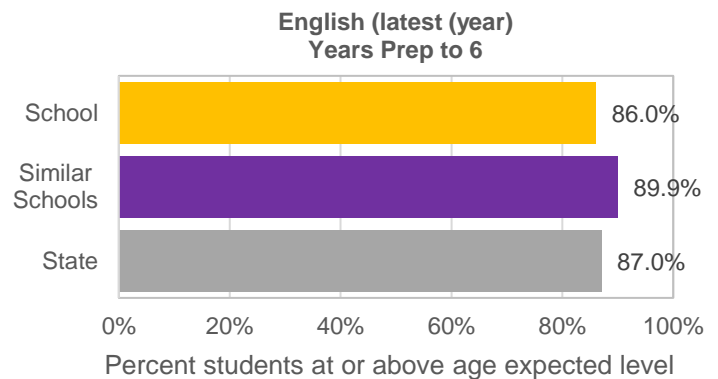
86.0%

Similar Schools average:

89.9%

State average:

87.0%



Mathematics Years Prep to 6

Latest year
(2022)

School percent of students at or above age expected standards:

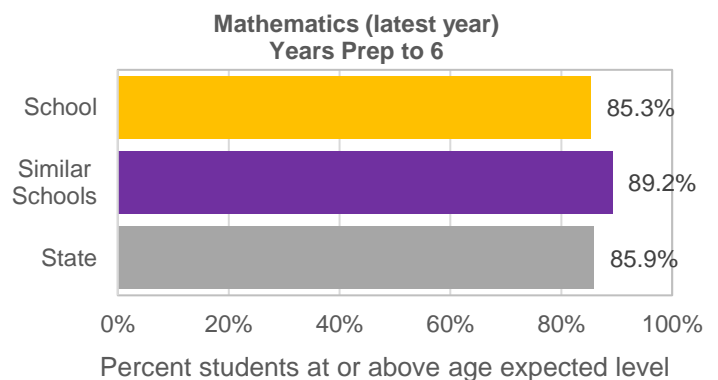
85.3%

Similar Schools average:

89.2%

State average:

85.9%



LEARNING (continued)

Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

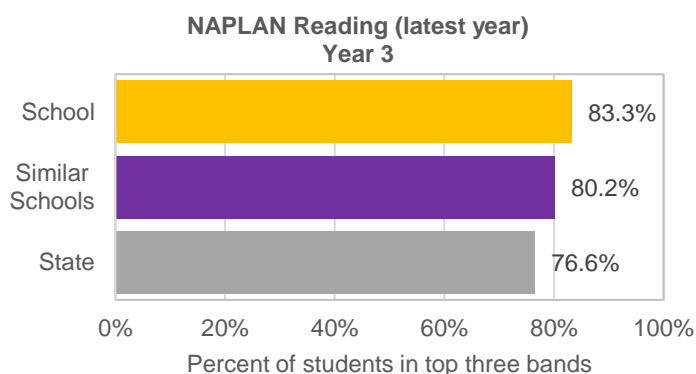
NAPLAN

Percentage of students in the top three bands of testing in NAPLAN.

Note: NAPLAN tests were not conducted in 2020, hence the 4-year average is the average of 2019, 2021 and 2022 data.

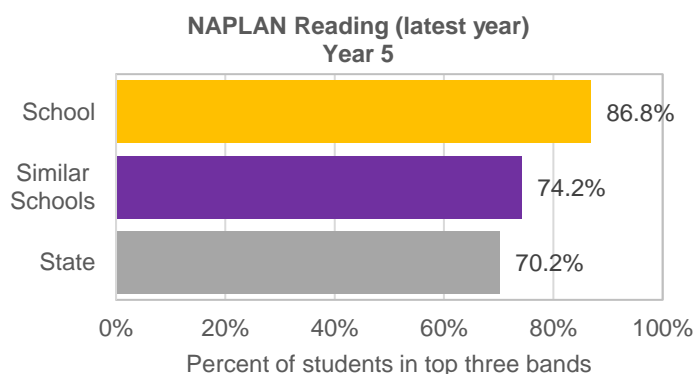
Reading Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	83.3%	81.4%
Similar Schools average:	80.2%	80.5%
State average:	76.6%	76.6%



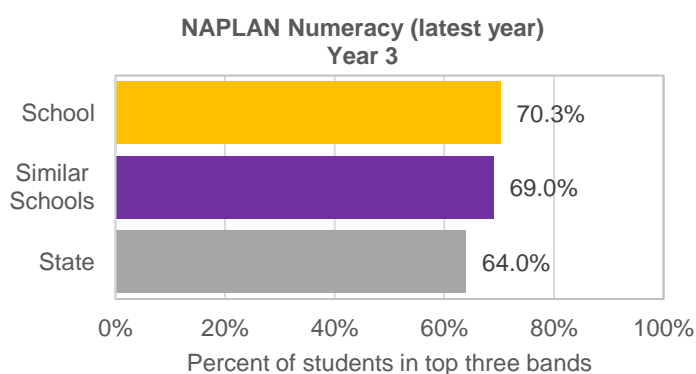
Reading Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	86.8%	73.1%
Similar Schools average:	74.2%	73.2%
State average:	70.2%	69.5%



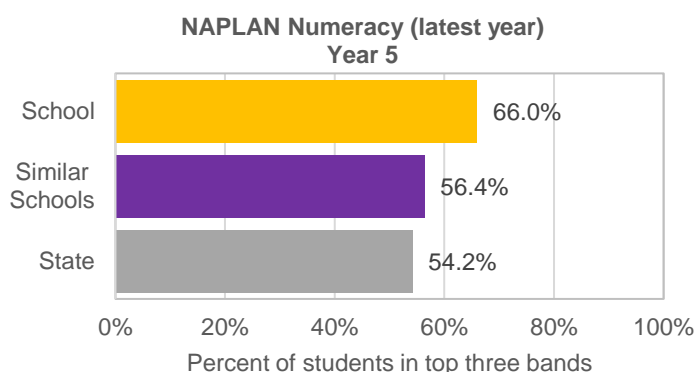
Numeracy Year 3

	Latest year (2022)	4-year average
School percent of students in top three bands:	70.3%	71.3%
Similar Schools average:	69.0%	71.1%
State average:	64.0%	66.6%



Numeracy Year 5

	Latest year (2022)	4-year average
School percent of students in top three bands:	66.0%	62.5%
Similar Schools average:	56.4%	59.9%
State average:	54.2%	58.8%



WELLBEING

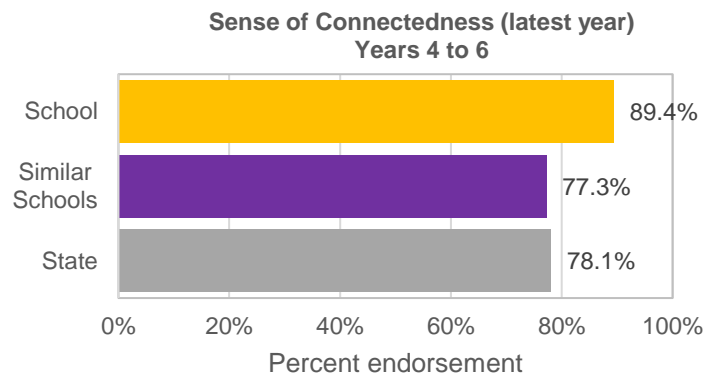
Key: *'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.*

Student Attitudes to School – Sense of Connectedness

The percent endorsement on Sense of Connectedness factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Sense of Connectedness Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	89.4%	80.6%
Similar Schools average:	77.3%	78.6%
State average:	78.1%	79.5%

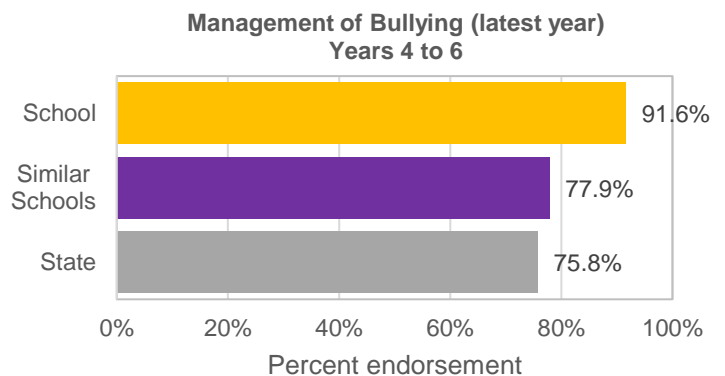


Student Attitudes to School – Management of Bullying

The percent endorsement on Management of Bullying factor, as reported in the Attitudes to School Survey completed annually by Victorian government school students, indicates the percent of positive responses (agree or strongly agree).

Management of Bullying Years 4 to 6

	Latest year (2022)	4-year average
School percent endorsement:	91.6%	80.5%
Similar Schools average:	77.9%	79.5%
State average:	75.8%	78.3%



ENGAGEMENT

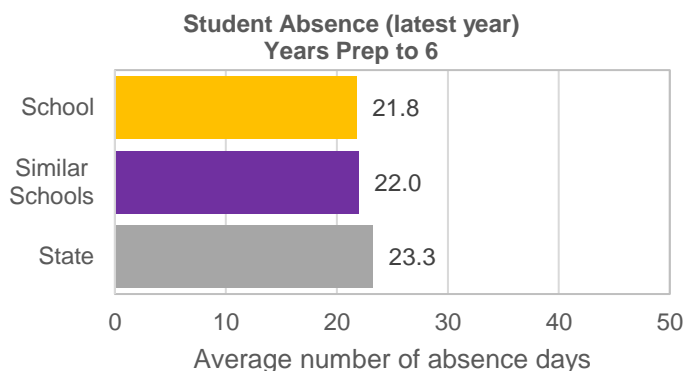
Key: 'Similar Schools' are a group of Victorian government schools that are like this school, taking into account the school's socioeconomic background of students, the number of non-English speaking students and the size and location of the school.

Average Number of Student Absence Days

Absence from school can impact on students' learning. Common reasons for non-attendance include illness and extended family holidays.

Student Absence Years Prep to 6

	Latest year (2022)	4-year average
School average number of absence days:	21.8	15.5
Similar Schools average:	22.0	15.8
State average:	23.3	17.0



Attendance Rate (latest year)

Attendance rate refers to the average proportion of formal school days students in each year level attended.

	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance Rate by year level (2022):	91%	90%	90%	90%	87%	89%	86%

Financial Performance and Position

FINANCIAL PERFORMANCE - OPERATING STATEMENT SUMMARY FOR THE YEAR ENDING 31 DECEMBER, 2022

Revenue	Actual
Student Resource Package	\$3,772,536
Government Provided DET Grants	\$679,750
Government Grants Commonwealth	\$7,426
Government Grants State	\$0
Revenue Other	\$12,877
Locally Raised Funds	\$171,114
Capital Grants	\$0
Total Operating Revenue	\$4,643,702

Equity ¹	Actual
Equity (Social Disadvantage)	\$64,410
Equity (Catch Up)	\$0
Transition Funding	\$0
Equity (Social Disadvantage – Extraordinary Growth)	\$0
Equity Total	\$64,410

Expenditure	Actual
Student Resource Package ²	\$3,512,829
Adjustments	\$0
Books & Publications	\$4,365
Camps/Excursions/Activities	\$77,507
Communication Costs	\$5,291
Consumables	\$90,455
Miscellaneous Expense ³	\$11,774
Professional Development	\$14,271
Equipment/Maintenance/Hire	\$89,756
Property Services	\$155,126
Salaries & Allowances ⁴	\$244,399
Support Services	\$65,958
Trading & Fundraising	\$42,708
Motor Vehicle Expenses	\$0
Travel & Subsistence	\$0
Utilities	\$34,674
Total Operating Expenditure	\$4,349,114
Net Operating Surplus/-Deficit	\$294,589
Asset Acquisitions	\$8,734

(1) The equity funding reported above is a subset of the overall revenue reported by the school.

(2) Student Resource Package Expenditure figures are as of 25 Feb 2023 and are subject to change during the reconciliation process.

(3) Miscellaneous Expenses include bank charges, administration expenses, insurance and taxation charges.

(4) Salaries and Allowances refers to school-level payroll.

FINANCIAL POSITION AS AT 31 DECEMBER 2022

Funds available	Actual
High Yield Investment Account	\$366,678
Official Account	\$36,658
Other Accounts	\$3,856
Total Funds Available	\$407,192

Financial Commitments	Actual
Operating Reserve	\$126,226
Other Recurrent Expenditure	\$6,592
Provision Accounts	\$0
Funds Received in Advance	\$80,454
School Based Programs	\$36,687
Beneficiary/Memorial Accounts	\$0
Cooperative Bank Account	\$0
Funds for Committees/Shared Arrangements	\$19,366
Repayable to the Department	\$0
Asset/Equipment Replacement < 12 months	\$0
Capital - Buildings/Grounds < 12 months	\$0
Maintenance - Buildings/Grounds < 12 months	\$97,698
Asset/Equipment Replacement > 12 months	\$0
Capital - Buildings/Grounds > 12 months	\$0
Maintenance - Buildings/Grounds > 12 months	\$0
Total Financial Commitments	\$367,023

All funds received from the Department, or raised by the school, have been expended, or committed to subsequent years, to support the achievement of educational outcomes and other operational needs of the school, consistent with Department policies, School Council approvals and the intent/purposes for which funding was provided or raised.